



“One Hen” by Katie Smith Milway

One Hen is written by Katie Smith Milway and illustrated by Eugenie Fernandes. Copyright 2008. Published by Kids Can Press Ltd.

Book Jacket Description:

This is the story of how changes happen in the world, one person, one family, one community at a time. Kojo lives in a small town in Ghana, West Africa. He and his mother survive by gathering and selling firewood. When Kojo is given a small loan, he has an idea. He will use the money to buy a hen, so that they will have eggs to eat. Soon there are extra eggs to sell at the market. With the profits, Kojo buys more hens and eventually earns enough for his school fees. After finishing school, he gets a bigger loan and gradually builds up a poultry farm, hires workers and pay taxes that improve his community. Kojo is based on a real person, Kwabena Darko, who really did change his community and now is helping others do the same through a microcredit lending program. Change can happen, one person at a time.



About Author Katie Smith Milway

Biographical information from Milway's publisher at www.kidscanpress.com.

Katie Smith Milway is an author, former journalist and a partner in the Bridgespan Group - a non-profit organization that helps nonprofit and philanthropic leaders in developing strategies and building organizations that inspire and accelerate social change. Prior to joining Bridgespan, she was a senior director and founding publisher at Bain & Company where she built and managed a global team of editors and writers. Milway also has worked as a business journalist with The Wall Street Journal/Europe and Montreal Gazette, as a stringer for TIME in Guatemala, and as a researcher/writer at Harvard's Kennedy School.

She served on the management team of the nonprofit Food for the Hungry International, coordinating programs in Africa and Latin America. She was a delegate to the 1992 Earth Summit and has authored two books and numerous articles on sustainable development and served as a resource specialist to the Salzburg Global Seminar. Her 2008 children's book, *One Hen: How One Small Loan Made a Big Difference*, enlists children in the cause of microfinance.

Milway has had a life-long interest in writing. She began telling stories to the children she babysat and one day decided to write one of the stories down and enter a Canadian children's fiction contest. She gets her ideas for writing from everyday life, especially watching her children develop and interact.



LESSON PLAN - 3rd & 4th Grades

"One Hen" by Katie Smith Milway

Lesson Plan: Money Values & Spending Decisions

Grade Level: 3rd – 4th grades

Content Area: Personal Finance

Recommended Length/Duration: 1 hour

Essential Understanding: Thoughtful decisions on how to spend money allow us to direct our money to things that we value. Thinking about our wants and needs will help us make wise spending choices.

Learning Goals: The students will read about how one boy thoughtfully considered how to spend his money, saved his money, and eventually was able to realize his dream of owning a farm. The students will learn about the concept of value and wants versus needs and apply that to personal spending decisions.

VTDOE Standards: History & Social Studies, H&SS3-4:20

Description/Sequence:

Money Values & Spending Decisions

(1) Today, we're going to hear a story about a young boy who worked hard and dreamed big. From the purchase of a single hen, this boy built one of the largest farms in his country. It is based on a true story. One of the things that will be brought up in the story is something called a loan. Does anyone here know what a loan is? Teacher takes responses. (Answer: A loan is money paid to someone that must be paid back. Examples include car loans, loans to buy a house, and loans to go to college.)

(2) Teacher reads to students *One Hen* by Katie Smith Milway. Read only through page 24. As the story is read the teacher will stop on the pages noted below and ask the students the question for that page. The intent is to have students consider the motive behind spending decisions.

- Page 7, end of page – What should Kojo spend the money on? *Take responses.* Let's see what he decides.
- Page 12, mid-page – What should Kojo spend his savings on? *Take responses.*
- Page 16, stop when the banker "taps his fingers together." – Should the banker loan Kojo the money?
- Page 23, mid-page – Should Kojo loan the money to Akida?
- Finish story.



Kojo had a lot of decisions to make about how to spend his money. Did Kojo and his mother have a lot of money when he was a young boy? (Answer: No. Father had died and they had to rely on selling firewood for money.)

Was money important to Kojo? (Answer: Only for what money could get him and his mother. For example, buy food.)

(3) Money Values.

Teacher places on a table in front of the students a penny, nickel, dime, quarter, dollar, \$5 bill, \$10 bill, and \$20 bill. When we talk about money having value, we usually think about dollars and cents. Let's review what each of these are worth (or equal to) in terms of pennies. What is a penny worth? (Answer: one)

Nickel - 5, Dime - 10, Quarter - 25, Dollar - 100, \$5 bill - 500, \$10 bill - 1,000, \$20 bill - 2,000

If you could pick any one of these items for yourself, which one would you pick? ***Let a student select. Student will most likely chose the \$20.*** Why did you pick that one? (Answer: Because it is worth more than the rest. I can buy more things, etc.)

Teacher picks up the dollar bill. Let's pretend that I have my own business. It has been very successful. I have been able to take care of myself and my family from the money I have earned running my business. This *exact* dollar bill is the first dollar bill I received as a payment from my business many years ago. It means a lot to me. It reminds me of all of the hard work I have put into my business. I value it. Let's say that I had the chance to trade this *exact* dollar bill for this \$20 bill. Do you think I will do that? ***Let students respond.***

I will not trade this dollar bill for the \$20 bill because I value what this exact dollar means to me. The definition or meaning of the word "value" is: The importance or usefulness of something to someone. When something is important or very useful to someone you can tell by their actions that it is valuable to them. They are careful with it. I'm going to show you some pictures. After I show you the picture, I'll ask you to vote about whether something is being treated as having value or being treated as not having value. Ready?

Teacher shows students each picture and puts pictures that show something is valued in one stack and pictures that show something is not valued in another stack.

- Show picture of boy holding plant.
- Show picture of girl holding nose at food.
- Show picture of women picking up trash on the beach.
- Show picture of man throwing computer.
- Show picture of girl putting money in her bank.

Teacher holds up pictures placed in "not valued" pile. How are the people in these pictures treating their things? (Answer: Not appreciating the food, breaking the computer and not being careful with it.)



Teacher holds up pictures placed in “valued” pile. How are the people in these pictures treating their things? (Answer: carefully holding it for planting, taking care of the beach, thoughtfully putting the money in a safe place.)

Most of us only have a limited amount of money. When we spend it on things, it is gone and we can’t buy other things until we earn more money. How do we show that we value money? (Answer: Make careful spending decisions. Think before spending your money.)

Thinking ahead about what we value and what is important to us will help us use our money in the best way.

(4) Wants vs. Needs

We all have wants and we all have needs. What are things that we all need—things we must have to survive? (Answer: food, clothing, a place to live, medicine when we’re sick, water, transportation.)

What are things that we might want, but not need? These are things that we enjoy, but we could live without buying them. (Answer: computer games, many more clothes than we can wear, lots of food treats, etc.)

If we think ahead and know that we value taking care of ourselves and our families by first meeting our needs, that can help us avoid quickly spending our money on things we just want before we’ve taken care of our needs.

Teacher passes out spending decisions worksheet to students. We’re going to help Kojo make decisions about his money.

Kojo is building up his business selling eggs. He does not have a lot of money and must make careful decisions on what he chooses to spend his money on. We will help Kojo buy the things that he needs for his business and avoid buying things he just wants—at least until we know he has taken care of all of his business needs!

Teacher may have students do the worksheet on their own and then review the answers or may go step by step as a class through the activity sheet.

Teacher may project the slides from this lesson on an overhead projector or may download PowerPoint slides from the 3rd-4th grade lesson plan page located on the Treasurer’s Office web site. See materials section of the plan.

SLIDE ONE: Kojo’s shopping list. *Students place an X in the want column or the need column for each item on the list. If using overhead slides, teacher will keep the want and need column covered until the students answer each question.*



Answers:

- Want items are the wooden beads, apron with pockets, and colorful scarf. These are not “wrong” items to buy, they are just items that are either not needed or their function is already covered by something Kojo already has.
- Need items are the knife, wire, wooden stakes, and rope. These are all items Kojo must buy in order to build a safe, sturdy pen for his hens.

SLIDE TWO: Value of items.

Answer: Kojo selects the smaller, plainer knife because it works better and costs less. He resists the urge to buy the flashier knife, just because his friend has one like it.

SLIDE THREE: Student back-to-school shopping list. *Students now apply their knowledge of value and wants vs. needs by going through a list of items they might purchase to go to school. As with Kojo’s list, students place an X in the want or need column and the teacher keeps the answers covered until students answer each question.*

Answers:

- Want items are cartoon character folders, fancy jacket and lunchbox. These are not “wrong” to buy, however the student either already has the item or their function is already covered by something else.
- Need items are backpack, notebook, paper, and pencils. These are all items the student must buy in order to get their supplies safely to school and be able to complete school assignments.

SLIDE FOUR: Value of items.

Answer: If the student is buying what is needed first, the backpack that meets all of the functional needs for school is preferred over the one with the extra pockets for carrying electronic devices.

SLIDE FIVE: Is it wrong to buy things we want?

Discuss with class. Ask if students have ever bought something they later regretted. Ask if they’ve bought items they didn’t need, but were quite happy with.

Money is important or valued by us for what we can do with it. Taking the time to think about our wants and needs before we buy something is a smart way of using our money and getting the most from it.

Materials Needed:

1. *One Hen* by Katie Smith Milway
2. Coins—penny, nickel, dime, quarter; Dollars--\$1, \$5, \$10, \$20
3. Copies of the five value pictures masters
4. Spending decisions worksheet for each student, copied from enclosed master
5. Overhead slides made of masters OR save PowerPoint slides from the web. Go to www.MoneyEd.Vermont.gov. Click on “Reading is an Investment” in the right-side menu. Select “3rd & 4th Grade Lesson.”



Supplemental Information:

Be sure and check out the *One Hen* web site. On the site is a six-minute video on the true story of Kwabena Darko—the person the story *One Hen* is based on. There are also games and other activities listed for students. Go to www.onehen.org.





Spending Decisions Worksheet

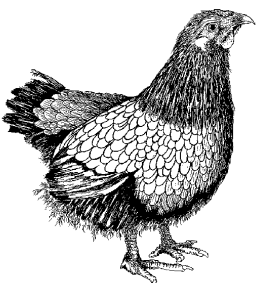
Question One:

Kojo would like to grow his business selling eggs and plans to buy several more hens. Before he can buy more hens he must have a safe place for them to live. Kojo has saved some money to build a new pen for the hens. However, he does not have a lot of money and must make careful spending decisions. Before going to the market to buy the things he needs, Kojo made a shopping list. Help Kojo figure out what items on his list are “wants” and what items are “needs.” Place an X in either the want or the need column beside each item on the shopping list.

	WANT	NEED
Knife (Used to cut rope and other things for the hens.)		
Wooden Beads (Used to decorate the outside of the pen.)		
Apron with pockets (Used to carry food for the chickens. Kojo already has a bucket for this.)		
Wire (Used to build pen sides.)		
Wooden Stakes (Used to build pen sides.)		
Colorful Scarf (Drapes over pen to give hens shade. Kojo can also use palm branches.)		
Rope (Used to tie parts of the pen together.)		

Question Two:

Kojo now has his list and is at the market. He is ready to buy a knife. Kojo sees a large shiny blue knife. It is just like the one his friend has. It sparkles. Kojo wants a knife like that, but he sees that the knife blade is dull and thin. The blue knife also costs more than a smaller plainer knife. The smaller knife has a strong blade. Which knife should Kojo buy? Why?



Question Three:

You are preparing to go back to school! As you go through last year’s supplies, you make a list of the things you think you’ll need to buy. Your list is on the right. Review the items that are written down and determine which items are a “want” and which items are a “need.” This will help you decide where you can most wisely spend your money. Place an X in either the want or the need column beside each item on the shopping list.

	WANT	NEED
Backpack (Used to carry books and school supplies to school.)		
Lunchbox (Used for lunches, however, you already have one.)		
Jacket (Jacket is the latest style, but you have a jacket you just bought two months ago.)		
Paper (Used for school assignments.)		
Notebook (Used to hold papers and organize materials.)		
Pencils (Used to write with.)		
Folders (Designed with your favorite musician on the cover, however, you still have unused folders from last year.)		

Question Four:

You are now at the store buying items on your list. You are looking at backpacks. One backpack is in your favorite color and has all of the basic pockets you need for your school supplies. However, a second backpack has additional zippered pockets to hold electronic games and a cell phone. The one with the extra pockets costs more than the first backpack. You like both backpacks. Which backpack should you buy? Why?





Does this boy value this
plant?



Does this girl value this food?



Do these women value
this beach?



Does this man value this
computer?



Does this girl value her money?